

Continuing with Literary Nonfiction

Lesson Organizer

Lesson Synopsis	Students use the elements and structure of literary essay to explore nonfiction texts. Students discover universal themes and create vignettes based on personal connections they make to the text.	
Performance Indicators	<ul style="list-style-type: none"> After reading a literary nonfiction text, create a simple graphic organizer or write brief comments to examine how figurative and sensory language support the author's perspective and message. Make a personal connection to the text and write a vignette exploring the underlying theme in your personal life. (E1.Fig19A, E1.Fig19B; E1.2C; E1.6A; E1.7A; E1.15Ci) ELPS 1C, 1E; 4D, 4F, 4G, 4I, 4J, 4K Write multiple reflections that include personal and world connections, thoughts, and responses to literary texts and media. (E1.Fig19A, E1.Fig19B; E1.12A, E1.12D, E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 4D, 4F, 4G, 4I, 4J, 4K; 5B, 5C, 5F, 5G Write multiple entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B, E1.1C, E1.1D, E1.1E) ELPS 1A, 1C, 1E, 1F, 1H, 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and efficiently communicate a message. Literary analysis of genres improves the reader's ability to determine author's purpose and message. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication 	
TEKS	E1.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. Readiness Standard
	E1.1D	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appétit, quid pro quo). Supporting Standard
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard
	E1.Fig19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. Supporting Standard
	E1.2B	Analyze the influence of mythic, classical, and traditional literature on 20th and 21st century literature. Supporting Standard
	E1.2C	Relate the figurative language of a literary work to its historical and cultural setting. Supporting Standard
	E1.6	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:
	E1.6A	Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. Supporting Standard
	E1.7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary works. Supporting Standard
	E1.12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to

		<i>impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i>
	E1.12A	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. <i>Supporting Standard</i>
	E1.12D	Evaluate changes in formality and tone within the same medium for specific audiences and purposes. <i>Supporting Standard</i>
	<i>E1.15</i>	<i>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	E1.15Ciii	analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices
	<i>E1.26</i>	<i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.
Ongoing TEKS	<i>Not applicable to this unit</i>	
Materials	<ul style="list-style-type: none"> • Chart paper • Dictionary (class set) • Internet access (1 per 2 students, if needed) • Literary nonfiction text (e.g., literary essay) showing author's perspective (1 teacher copy; 1 per student group) • Literary nonfiction text related to an event (class set) • Markers (1 set per group) • Music video • Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Teacher Writer's Notebook (1) • Visual image of event (1) • Visual image of event intended for different audiences (2) • Vocabulary Notebook (1 per student) • Writer's Notebook (1 per student) 	
Attachments	<ul style="list-style-type: none"> • Handout: Elements of a Vignette (1 per student) • Handout: IR Book Page (1 per student) • Teacher Resource: English I Unit 01 Reading Appetizer (1) • Teacher Resource: English I Unit 01 Writing Appetizer (1) 	
Resources and References	None identified.	
Possible/Optional Literature Selections	District-adopted resources.	